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ABSTRACT

This comprehensive training program, Together We Can, involves a cooperative effort to reduce sex-role stereotyping and to expand options in education, work, and life styles for females and males. This facilitator manual is designed to encourage community groups, school volunteers, and parents to initiate a process of community organization and problem solving. A program description contains sections on program components and objectives; training sequence and schedules; materials, space, and equipment; participant characteristics, facilitator role, and conducting and evaluating the programs. Activity Directions presents training materials for parents in three one-hour modules, each with a different focus. The material for community participants includes two one-hour sessions, one for small, informal groups and one for larger, more formal groups. The material for use with volunteers is designed as two three-hour sessions to take place in sequence. Brief overviews are given for parent, volunteer, and community group modules. Audiovisual materials are not included. (Author/NRB)

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an awareness training program in sex-role stereotyping for community groups, school volunteers, and parents.

facilitator manual and participant manual

Martha Boethel, Designer/Trainer
Poppy Burton, Designer/Trainer
Barbara Miller, Center Director

Austin Women's Center

Women's Educational Equity Act Program
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., Secretary
Mary F. Berry, Assistant Secretary for Education
Office of Education
Ernest L. Boyer, Commissioner

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Task Force Members

Glee Ingram, Project Coordinator, Region XIII Education Service Center
Martha Boethel, Austin Women's Center
Poppy Burton, Austin Women's Center
Joyce Evans, Southwest Educational Development Laboratory
Barbara Kihnel, Southwest Educational Development Laboratory
Susan Lee, Region XIII Education Service Center
Ernestine Sunderland, Austin Women's Center
Becky Zuniga, Southwest Educational Development Laboratory

Continuing Consultants

Evey Chapa, Author, Independent consultant
Merle Miles, Sociologist, Huston-Tillotson University

Special Help Consultants

Ann Blocker, La Mancha Group
Susan Bright, Poet and Educational consultant
Lillian Brown, McCallum High School, Austin ISD
Judy Corder-Bolz, University of Texas, Department of Sociology
Martha Cotera, Information Systems Development
Linda Crockett, Porter Junior High, Austin ISD
Jane Galvan-Lewis, Social Change Advocates
Louise Iscoe, Independent consultant
Charles Jarrell, Learning About Learning
Susan Monday, Learning About Learning
Aurelio Montemayor, Intercultural Development Research Associates
Shirley O'Bryant, Southwest Educational Development Laboratory
Sandy Reichart, Case Western Reserve University
Charol Shakeshaft, Specialists in Effecting Non-Sexist Education
Carol Shapiro, Social Change Advocates
Karen Stelzner, Independent consultant
Barbara Thomas, Winn Elementary, Austin ISD
Beverly Truehart, West End Elementary, Georgetown ISD
Jearnine Waggoner, Learning About Learning
Jane Wells, Texas State Board of Education

Media Consultants

Kathy McElroy, graphic artist, Region XIII Education Service Center
Goodman, Issacks and Vela, film producers
Mike Lacey Productions, audio-visual production
Susan Lee, graphic designer, Region XIII Education Service Center
The Production Block, audio production
Bill Records, photographer
Gary Thornton, advertising artist

Advisory Committee

Cathy Bonner, Austin Commission on the Status of Women
Alberta Castaneda, Dept. of Curriculum & Instruction, University of Texas at Austin
Virginia Cutter, Texas Education Agency
Libby Doggett, child educator
Adrian Fowler, Hogg Foundation for Mental Health
Glen French, Texas Education Agency
Andre Guerrero, Juarez-Lincoln Center
Rita Maldonado Hanson, Mexican-American Business and Professional Women's Association
Ruth Hernandez, Child Incorporated
Freda Holley, Dept. of Research & Evaluation, Austin Independent School District
Mike Manor, Austin Center of Mental Health and Mental Retardation
Terry Masters, Women's Equity Program, Austin Independent School District
Kellyn Murray, Women in Communications
Carlos Rodriguez, Bilingual Program, Southwest Educational Development Laboratory
Jan Stanley, Child Welfare
Evelyn Tucker, Early Elementary Program, Southwest Educational Development Laboratory
Jeanette Watson, Office of Early Childhood Development, Texas Office of Community Affairs
Ouida Whiteside, Texas State Teacher's Association, Women's Caucus

Pilot Test Participants

Region XIII teachers, counselors, and administrators
Child Incorporated Day Care Center teachers
Community Groups: United Campus Ministry; Lutheran Church couples group; United Methodist Women;
University YWCA Board of Directors; University of Texas elementary education class;
Texas Fathers for Equal Rights
Interested individuals

Administrative Support

Donroy Hafner, Director of Instructional Services
Cindy Hull, Coordinator of Human Development Program, Region XIII Education Service Center

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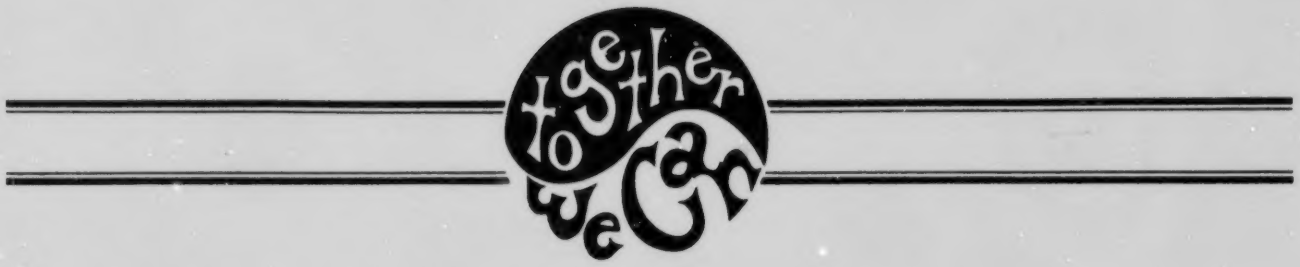


PROGRAM DESCRIPTION

INTRODUCTION

This introduction may be described as a signal—not unlike those enigmatic highway signs which proclaim, miles before any mountain or river rolls onto the horizon, "Watch out for falling rocks," or "Load zoned bridge ahead." In this instance, the sign states: "Caution: Roads begin."

This esoteric message may be translated as follows:

The modules and activities described in this manual do *not* provide answers to the "right" and "wrong" of sex-role stereotyping—do not prescribe any particular highway or Yellow Brick Road which will lead participants to health, happiness, and sexual equality. Rather, the modules assume that each individual will choose not only her or his own path but her or his own destination. The purpose of the program is not to provide participants with a particular road map but to encourage them to consider the roads they already travel—where those roads began and where they will end, what the terrain is like, and what alternate routes are available.

The approach, then, is very personal. At least two approaches seem appropriate in working with people to determine the effects of sex-role stereotyping. The first is to focus upon external facts—origins, costs, and benefits in terms of other people. A second, and more difficult, way is to focus on the internal: the ways we learn stereotyping, the effects of stereotyping on our lives, the costs we pay, the benefits we receive, and the ways we perpetuate stereotypes. The first approach deals more with thought processes; the second asks for feelings. It is therefore more threatening, more painful—and more rewarding. We have chosen, for the most part, the second, internal approach—with some external information in the form of fact sheets to add to the information participants generate themselves.

In designing programs which focus on the internal—upon individual experiences and feelings—we followed two basic guidelines:

- that the exercises, or activities, be as non-threatening as possible—i.e., structured so that participants can work at a level of involvement which is comfortable to them and so that they can reveal as much or as little of their feelings as they choose.
- that the activities be useful on several different levels—i.e., structured so that participants who have much experience and/or knowledge in the area of sex-role stereotypes, participants who have just begun to be aware of stereotypes, and participants who have given little or no thought to the issue can use the same activity and get something from their work.

We have written this facilitator manual with a purpose and philosophy similar to that reflected in the modules themselves. In one sense, the manual can be considered a road map for you, the facilitator—in it we offer direction, structure, warning signals, even speed limits. Again, though, we do not prescribe "answers"—one specific, irrevocable route which you must follow in conducting the programs. The manual describes *our* purposes and perspectives, and our experiences in designing and testing the modules. We assume that you will bring to them your own experiences, skills, goals, and perspectives—and we encourage you to try your own paths.

—Martha Boethel
—Poppy Burton
Austin Women's Center

PROGRAM COMPONENTS

The instructional modules in this training package are designed for use with three separate, though sometimes overlapping, audiences: members of parent groups, members of community groups, and school volunteers. The program components are structured so that you may use each one independently, focusing on a single audience, or you may implement the total program with all three audiences.

The **parent** component is intended for parent audiences of a variety of characters and purposes, ranging from parent-teacher organizations, to groups organized around specific issues, to community classes for parents. (We tested our parent programs, for example, with an organization called Fathers for Equal Rights and with a church parents' group.)

The **community** component is designed for use with any number of organizations, including civic, social, service, church, business and professional groups, and issue-oriented groups such as feminist organizations. (Our pilot test audiences included a women's church group, the board of directors of a local YWCA, a men's "rap" group, and a church singles group.)

The **volunteer** component is designed for use with individuals who wish to become involved in local school activities and in helping to change stereotyped images of male and female roles. This component may be used with an already existing volunteer group (e.g., some schools already have established community involvement, parent involvement, or other volunteer programs), or with a group recruited specifically for this training program. In designing the volunteer component, we had in mind a group of individuals—preferably both men and women, of a variety of ages, backgrounds, interests, and life styles—who have made nontraditional choices in their own lives and who are willing to act as "role models." We envision two major kinds of volunteer activities: one in which volunteers act as role models through participation in school activities, such as speaking to classes about their particular careers or life styles, or participating in Career Day activities, or arranging for field trips; and a second in which the volunteers act as facilitators (and "role models") for parent programs, using the instructional modules included in the parent component. We also anticipate that volunteers (and you or your organization, as sponsors of the volunteer programs) will generate other ideas for involvement in school activities.

For each of the three program components, we have designed a separate set of instructional modules and follow-up activities. The modules vary in length, focus, and level of involvement, according to the audience for which they are intended.

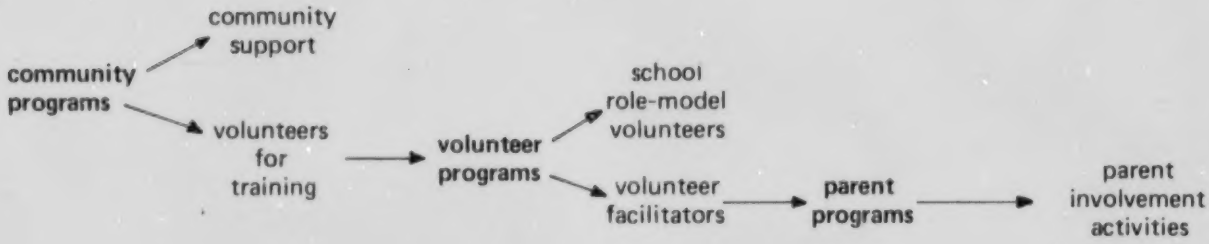
The ways in which *you* use each of those program components, and your purposes in doing so, may vary from the purposes we originally envisioned. The activities are broad enough and flexible enough to be useful:

- as initial "awareness" activities, to introduce audiences to the issue of sex-role stereotyping
- as supplementary activities for groups already focused on the issue
- as catalysts for change, for organizing efforts to bring about specific changes in school and/or community programs.

The activities are designed to encourage all three audiences—parents, community groups, and volunteers—to initiate a process of community organization and problem-solving. We imagine the program components will fit together as follows:

> You (the facilitator, possibly a member of a school or community organization, a concerned parent, a staff member of a women's center or community center or school district) begin your efforts by addressing *community* audiences, implementing the instructional modules both to encourage community support for change and to recruit volunteers for the volunteer training sessions. You then implement the *volunteer* modules, providing awareness training for participants who later act as role models in school activities and/or act as facilitators for parent programs. With the assistance of volunteers, you then conduct the *parent* programs, encouraging parents to form (or join ongoing) task forces to work on specific problems related to sex-role stereotyping in school programs (e.g., textbook adoption procedures and guidelines).

In diagram form, the process looks like this:



Our time schedule and resources did not allow us to test this process; we tested only individual components of the program. However, some of the participants in our volunteer sessions were recruited from the community groups with which we worked, and many of the volunteer participants expressed interest in one or both of the volunteer activities described above. We hope, then, that the process provides an effective way of facilitating the involvement of many people in many different activities aimed at increasing the role choices open to males and females.

NOTE: The Program Guide included in this training package contains strategies for recruiting and involving parent, community, and volunteer audiences.

PROGRAM OBJECTIVES

The basic goal of this training package is to encourage individuals to make choices based on their own interests, beliefs, and capabilities rather than on the stereotyped expectations of others. Specific program objectives are to enable participants to:

- define sex-role stereotypes
- identify ways in which sex-role stereotyping limits individual choice and growth
- describe ways in which they were taught sex-role stereotyping
- identify some of the ways in which they help to perpetuate sex-role stereotyping, both in their own lives and in the lives of others
- identify some of the ways in which they help to eliminate sex-role stereotyping, both in their own lives and in the lives of others
- identify some of the benefits and costs of stereotyped roles
- identify activities in which they may participate to help eliminate sex-role stereotyping in public schools

TRAINING PACKAGE CONTENTS

The Together We Can training package for parent, community, and volunteer audiences contains the following resources:

- A Facilitator Manual which describes the modules for each audience, including objectives, time schedules, materials, and directions for conducting each activity.

- A master set of Participant Materials (work sheets, discussion questions, follow-up activities, etc.) for each program component.
- A Program Guide which describes the contents and use of the comprehensive Together We Can program, and includes hints on methods to initiate change, ways to recruit different audiences, strategies for dealing with sensitive issues that emerge during program discussions, and suggestions for focusing on the particular problems of minority women and men.
- A 16mm film: *Expectations.*

SEQUENCE AND SCHEDULES

Each of the three program components contains modules of differing length and sequence:

The **community** component contains two one-hour modules, or programs. The modules are not intended to be used together or in sequence; rather, they are separate programs designed to accommodate the needs of different kinds of community organizations. (One module is designed for use with relatively small, informal groups whose members know one another; the other is to be used with larger, more formal groups which meet only occasionally.) In scheduling community programs, then, you will be working with a one-hour block of time. Often, you may be asked to present a program as only one segment of a longer meeting; if so, you can minimize distractions and delays by explaining that the program is (almost) precisely one hour in length and that you wish to begin and end at a specific time.

The **volunteer** component contains two three-hour modules, which are designed to be used in sequence. In pilot testing, we scheduled the sessions on week nights, since most of our volunteers worked during the day; and we scheduled the two sessions one week apart. Some volunteers suggested that we schedule the sessions on two succeeding nights; others stated that two sessions within one week would be too much. Another volunteer suggested running both sessions on one day—an intensive Saturday workshop, perhaps. The major problem we encountered in pilot testing the volunteer modules was to find volunteers willing and/or able to attend *both* sessions.

The **parent** component contains three one-hour modules; each module has a different focus and level of group participation. The three are designed to be used separately, or in sequence, or in combination to form one longer, two-hour or three-hour program.

MATERIALS, SPACE, AND EQUIPMENT

Materials

The module activities require that you provide the following materials:

- newsprint (large and small)
- tape
- scissors
- felt tip markers
- pens and/or pencils
- name tags (any type—your choice)
- clock
- copies of work sheets for participants (masters are included in the training package)

The materials you will use with each module are listed in each program component description.

Space

An ideal space, or environment, for the modules has enough room for the participants to move around or to work in large and small groups; work areas on the floor or on tables; good lighting and ventilation; and

wall space to post completed tasks. The modules were pilot tested in living rooms of homes (with children moving in and out, doorbells ringing, participants arriving in the middle of activities); church activity rooms; a lake shore cabin; a university classroom (with women hidden behind tables, newspapers and assignments); and least flexible—and most disconcerting—a barbershop (with the facilitators sitting at times in barber chairs). Ideal spaces, therefore, are not essential.

When the community module is used at a lunch meeting for an organization or club, the environment will include food and drink—distractions for you to overcome. And you will have little flexibility as far as use of space and movement. The module for this sort of meeting recognizes these obstacles.

Equipment

Facilitators will need a 16mm projector for the film *Expectations*.

PARTICIPANT CHARACTERISTICS

How can we characterize groups of people? The following statements have invisible question marks after each period.

Community groups fall into two broad categories:

- People who may know each other as more than acquaintances (such as "rap" groups or church couples or singles groups); who meet often to share interests and/or activities; who may or may not be comfortable sharing feelings but who have had some experience with group activities.
- People who meet once a month to share a meal and/or program and who may or may not share other interests.

Parent groups may meet to discuss specific purposes or issues; or they may be P.T.A. or P.T.O. groups. Generally, they share an interest in the well-being of their children; their definitions of well-being vary greatly.

Volunteer audiences are in many ways the easiest and the most difficult to work with. By participating in the program, they show their interest in non-traditional choices, and as a facilitator you may expect them to be open in all exercises; in our volunteer pilot tests, we witnessed sexist behavior (in ourselves and in the participants). So don't count on anything.

FACILITATOR ROLE AND SKILLS

The ideal facilitator (*The Ideal Facilitator*): If you have one or are one, package her/him or yourself, get a business card, and call Washington.

If you are like we are—scared, wondering what will happen next (Will the Back-to-Basics throttle the liberals or vice versa? Will the woman who is trying to work with the man who knows where women belong throw her felt tip marker at him? Will that man walk out and throw his felt tip marker at you?)—remember: we've never seen the Ideal Facilitator (maybe s/he still is in the telephone booth trying to get into his/her costume).

The modules are designed to have a low facilitator profile; this means the programs are not dominated by the facilitator and the exercises do not require experts to lead them. We found it helpful to have two facilitators; this provides more varied experiences/ views and more contact with the participants. Having two people relieves pressure to be always available and can allow one person to act as an observer, timer, helper.

Three essential facilitator characteristics are:

- a sense of humor
- a sense of purpose

- a sense of self.

We suggest:

- Be as open, sensitive, quick-thinking and supportive as you can be.
- Recognize your own stereotyping; admit it to yourself and to the groups. No one that we know is non-sexist—including ourselves and other facilitators.
- When you feel that your experiences may be appropriate or helpful, share them with the group.
- Spend time reflecting on decisions and choices you are making or have made; know as much as you can about how you got to where you are.
- Remember that your attitudes about yourself and your cultural/ethnic experiences and your attitudes about other people and their cultural/ethnic experiences will be visible at all times.
- Inform yourself about Title IX and other legal, educational issues.
- If you have a sense of humor, have it with you and ready to use.

Useful facilitator skills:

- ability to get discussion started, to bring it to a close and to debrief the participants
- ability to get reluctant participants to join the activities
- ability to pull together ideas
- ability to de-fuse tense situations
- ability to direct questions back to the group for their discussion
- ability to know when not to talk.

CONDUCTING THE PROGRAMS

Since each program you conduct will be different, again we offer general suggestions:

- If you as a facilitator are open, relaxed and comfortable, you can help the participants to feel more open. By respecting each participant's views, you can help to provide a supportive, safe atmosphere in which people learn and share their experiences.
- If you can be detached from the results, unsure that your views are necessarily the "right" ones, and open to change, your program has a better chance to get participants to question and think.
- If you can be flexible about time with each exercise, and not feel that each participant must complete all activities, your audience will feel more comfortable and will work until they complete an exercise to their satisfaction.
- If you can recognize the people who are there not to learn and to work—and to keep other people from learning and working—and get them either into the exercises or out of them (we have had people leave our programs because "this is not what we came for—we came for facts"), the other participants will thank you and go on. Remember that people who disrupt often are people who feel threatened.

Quick, short hints:

- When people "hide behind" tables, won't move into small groups, whisper to the person next to them—in general, use delaying tactics—move the tables back to the walls and move the participants into small circle groups.
- When a participant finishes each exercise before anyone else and comes up to you asking, "Well, what next?!" send him/her to the soft drink machine. This person probably will hurry back, however, and you'll have her/him to deal with after each exercise. We found that this participant wants attention and recognition; so give it in the most positive ways you can devise.
- People who enter after you have started the program can feel left out and can be distracting. If you have two facilitators, one can introduce the late-arriver to a group and get him/her working on an activity. If you are alone, you can ask the person to wait until you are free and then introduce him/her to a group and proceed.
- People who repeatedly question the purpose of an activity often succeed (intentionally and unintentionally) in delaying the activity and/or interrupting discussion; you can avoid such trouble by stating that there will be time for questions and answers at the end of the program.

- People who have had little experience working in groups may be hesitant to open up and share their feelings; your own relaxation, interest and sense of humor can be useful in persuading them to try something new.

We end this section with "..." because it is of necessity incomplete. Don't forget the invisible question marks from the description of the participant characteristics. Remembering "???" and "..." makes facilitating easier.

EVALUATING THE PROGRAMS

There are two basic kinds of evaluation: **evaluat**ing the *process* by which one does something, and evaluating the *product*, or results, of that process. We suggest that, in evaluating the programs you conduct, you focus on the *process:* the purposes, approaches, and tools which you, as facilitator, use in conducting the programs. If the modules in this training package were designed to teach mathematics or specific skills such as typing or computer programming, we might suggest clear and concrete ways for you to evaluate the results—a test, or check list, or questionnaire perhaps. However, the "product," the results, of the programs you conduct will not be the ability to add, multiply, or divide, or the ability to type at 75 words per minute; the product will be another process—a process of thinking, of questioning, of comparing, of making choices.

Some specific suggestions for evaluating your programs:

You may want to consider the following:

- how comfortable you feel with the activities—your feelings about their purposes, their "soundness" (or internal logic), their usefulness with a particular group or audience
- the ease and clarity with which you give directions for each activity, and with which participants respond to those directions
- the way you "pace" the activities—striking that delicate balance between rushing the participants and boring them.
- the ease and effectiveness with which you move the group—from large groups to small and back again— and make transitions from one activity to the next
- the techniques you use for involving shy or reluctant participants in the activities, and for getting troublemakers either into the activities or out of the group.

You may want to ask the participants for feedback about the program as a whole and/or about specific activities. We did this after each pilot test, and used many suggestions offered by participants in revising the activities. We found, though, that participants' criticisms of the activities do not always match their behavior *during* the activity—sometimes the activity they criticize most severely is the one in which they become most involved; sometimes the activity with which they are least comfortable generates the most discussion and thought. Participants also frequently contradict one another in their statements about the effectiveness of particular activities, and in their suggestions for change. The most important element in obtaining participant feedback, then, is your own judgment.

If you are working with another facilitator, one of you may want to act as an observer during the program.

You can make some judgments about the effectiveness of the programs based on the degree to which participants take part in discussion, ask questions, express interest after the program, get involved in your other programs or volunteer activities, recruit other participants for other programs.

FORMAT KEY

Several standardized format cues will be used in the activity directions for each module. They are as follows:

symbol indicates times the facilitator will be talking to participants; either providing a general context for activities, or content information, or directions for the activities.

symbol specifies general process directions for the facilitator (e.g., distribute the manuals, show the filmstrip, divide participants into groups, call time on the activity, etc.).

symbol specifies questions to use in leading group discussion.

All materials that are provided as part of the training package are listed in **boldface type.**

ACTIVITY DIRECTIONS

COMMUNITY GROUP MODULES

MODULE OVERVIEW

RATIONALE

Members of community and professional groups are an important audience; they influence the environment in which children grow and learn. The choices these people make in their own lives, and the choices they make about such things as whom they will hire and promote (if they are employers), how they use language, or how they become involved with the community, all help to determine the range of options which children may see as possibilities for their own lives. In addition, addressing community groups can help accomplish these specific purposes:

- reaching parents (many community group members are parents)
- building a base of community support for your program
- recruiting volunteers

Because community groups vary so widely in size, function and character, we have developed two separate modules for community audiences. The first is for use with relatively small, informal groups whose members know each other—groups from which you may wish to recruit volunteers. The second is for use with groups we call "lunch-eaters"—large groups which meet only occasionally, usually over lunch at a cafeteria or restaurant; groups about whom you may hear rumors of mashed potatoes thrown at program presenters.

OBJECTIVES

Major objectives for the modules are to enable members of community groups to:

- Define sex-role stereotypes
- Identify ways in which sex-role stereotypes limit individual choice and growth
- Identify ways in which sex-role stereotypes are taught and reinforced
- Identify activities in which they may participate to help eliminate sex-role stereotyping in public schools.

CONCEPTS

Major concepts addressed in the modules are:

We learn sex-role stereotypes, much as we learn language or manners.

Stereotypes are generalizations which do not allow for individual differences.

The expectations which others have about us influence our self-expectations; the choices which others make for their lives influence the choices we make for ourselves.

Every choice we make involves both costs and benefits.

MATERIALS/MEDIA

You will need:

- Copies of the **activity sheets** for each module (1 per participant; staple together the "ambiguous situation" activity sheets)
- Newsprint (module 1)
- Felt-tip markers (modules 1 and 2)
- Masking tape (module 1)
- **Film** *Expectations* and a 16mm film projector (module 2, optional for module 1)
- Clock
- A written description of your volunteer program (if applicable)

PREPARATION

The most important—and helpful—thing you can do to prepare for your program is to make sure well in advance that the group member(s) who invited you have a clear idea of the purpose of the program, the nature of the activities and the amount of time you will need. We suggest that you send a brief written description of the program to the group as far in advance as possible.

Find out as much as you can about your audience before the date of the program.

We recommend one or more of the following activities, to be completed approximately fifteen minutes before beginning your program:

Drink three large glasses of dry white wine.

If you are familiar with gestalt techniques, "gestalt" your fear—*tremble*!

Repeat out loud, at least ten times, "What am I doing here?"

Breathe deeply—and don't stop.

Seriously, we recommend being as rested, relaxed, and ready as you can be; feeling relaxed, confident, and energetic makes the program easier for you and for the other participants. These feelings are more available to a facilitator who first faces her/his own fears about facilitating.

GENERAL SUGGESTIONS, HINTS, WARNINGS, PLEAS

The length of time required to complete each activity will vary with the size, character, and interest of your audience—and with your purpose for the group. The length and nature of their discussions also will vary. Some people will finish quickly and be impatient to move on; others will work slowly. A rule of thumb which we tried to follow was to pick out the person or group which seemed most interested in the activity and allow as much time as necessary for them to complete their task.

You will need to be prepared for the possibility that you will not get through all of the activities in one hour. Some groups with whom we worked finished all the activities in 45-50 minutes; others finished only two activities in an hour.

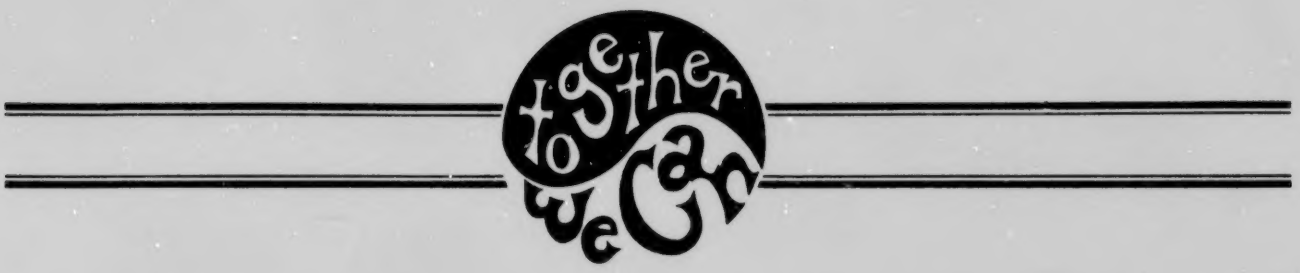
The setting for your program—the location of the meeting—will greatly influence the ease with which you get your audience to participate. If the meeting is in someone's home, you may experience many more disruptions and distractions. To minimize the problem, you can: stress in your introduction that the activities are carefully structured and suffer from any interruptions; ask that everyone "get settled" before you begin; ask if late arrivers are anticipated and be prepared to integrate them into the activities; keep a careful eye on the host to make sure s/he is participating and not playing host.

For activity 3 in Module I, we offer you a choice (3a, film and discussion, or 3b, ideal woman or man). We do this because activity 3b is included also in the volunteer modules; you may wish to avoid the possibility of having a community group participant repeat the activity as a volunteer.

You will have much less flexibility of action with large, more formal community groups for two reasons: the environment is likely to be more rigid, and the group members are less likely to be personally acquainted with one another. Be prepared for an atmosphere that is much more formal and less fluid. You also may have more difficulty encouraging the group members to interact with one another rather than with you—thus you may have to work harder to keep a "low profile."

TIME

Each module is designed for a *one-hour* program.



COMMUNITY GROUP

FOR
WOMEN'S GROUPS
AND
OTHER MORE INFORMAL GROUPS
FROM WHICH
YOU MAY WISH
TO RECRUIT
VOLUNTEERS

MODULE I

1

INTRODUCTION

Objective:
Introduce the modules

Time: 5 minutes

Grouping: Large group

Materials:
None

Space Arrangement/Preparations:
None needed

Introduce yourselves—your name, your institution or organization, your function. If the group is small enough, ask each person to introduce her/himself by first name. Then offer some brief introductory comments.

The purpose of the program is to explore the stereotyped roles which our society has set for men and women—how we learn those roles, how they influence our lives, what functions they serve, what they cost us in terms of individual choice, and what benefits they have.

The activities are designed for *you,* the participants—you may put as much or as little of yourself into them as you choose. Everything you do you may keep for your own use—we will not be "checking" or "testing" you.

There are no "right" or "wrong" answers—only individual answers.

If you have any questions about the purpose or structure of the program, we will take time at the end of the hour to answer them.

2

AMBIGUOUS SITUATION

Objective:
Define sex-role stereotypes

Time: 15 minutes

Grouping: Begin with large group; move to groups of 3 or 4

Materials:
Activity sheet: "Ambiguous situation" (1 per participant)

Pencils (optional)

Space Arrangement/Preparations:
None needed

Distribute the "ambiguous situation" **activity sheets.**

Ask each person to read the paragraph on the first page without turning to the second page. When they finish, they may turn to the second page, look at the questions, and think about them. They may write down any thoughts or responses if they choose.

Allow 5 minutes. Then ask the participants to divide into groups of three or four (if the group is large).

Ask the small groups to discuss the *fourth* question. Allow ten minutes for the discussion.

OPTION: You may ask the small groups to report out their responses—or you may ask a series of questions such as:

How many of you assumed the first parent was female?

How many of you assumed the injured child was male?

How many of you based your answers on your own family situation, either past or present?

3a

EXPECTATIONS

Objectives:
Define sex-role stereotypes

Identify ways in which sex-role stereotypes limit individual choice and growth

Identify ways in which sex-role stereotypes are taught and reinforced

Time: 25-30 minutes

Grouping: Begin with large group; move to groups of 4 or 5

Materials:
16mm film: *Expectations*

Film question sheet: "Expectations" (1 per participant)

Space Arrangement/Preparations:
Set up the projector and have the film ready before you begin the program.

Show the **film** to the large group. After the film, have the participants divide into groups of four or five. Hand out **film question sheets** for participants to use as they discuss. They may report out any comments they wish to make.

Questions for discussion:

Which scene in the film seemed most familiar to you?

Are there scenes/incidents in the film that you have experienced yourself?

Which scene did you feel most comfortable with?

Were you uncomfortable with any of the behaviors in any scene? Which ones?

Were any of the characters' behaviors surprising to you?

3b

IDEAL PERSON

Objectives:
Identify ways in which sex-role stereotypes limit individual choice and growth

Identify ways in which sex-role stereotypes are taught and reinforced.

Time: 30 minutes

Grouping: Begin with participants working individually; then move to small groups or pairs (optional)

Materials
Newsprint (2 sheets per participant)

Felt-tip markers (many, of many colors)

Space Arrangement/Preparation
None needed

Distribute newsprint (two sheets per person) and markers.

Give instructions: Using either pictures or symbols (not words), draw *your* ideal person—man if you are a man, woman if you are a woman. Draw the picture you have inside yourself or the person you want to be. Stress in instructions that you are *not* interested in drawing ability or art talent.

Allow ten minutes for drawing.

Give second set of instructions: Now imagine you are that ideal person. Think about what price you had to pay to reach that ideal; the *costs*, within and without, of becoming the person you want to be. Using words or symbols, add those costs to your picture.

Allow ten minutes.

Offer the group the following choices:

- Continue to work on their picture individually.
- Share their picture with one other person.
- Share their picture with a small group.

Allow up to ten minutes.

4

ROLE MODEL

Objective:
Identify activities in which they may participate to help eliminate sex-role stereotyping in public schools

Time: 10-15 minutes

Grouping: Pairs

Materials:
Newsprint

Felt-tip markers

Space Arrangement/Preparations:
Write definition of a role model and questions (see instructions, below) on newsprint and post on a wall before beginning the activity.

Give definition: A role model is someone who provides an image of who you might want to be or the way you might want to live; a person who shows you through the choices she or he has made in life that *you* might make similar choices.

Have participants pair with someone with whom they feel comfortable.

Explain that one person will be a listener, one a speaker, and then they will reverse roles. Listeners are to make no comments, no interruptions; speakers are to close their eyes and think of a person who was/is a role model to them, and describe that person to the listener.

Before beginning the description, the speaker is to take a few moments to consider the following questions:

What is the identity of the role model? (For example, male or female? job or career, if any? relationship to speaker?)

What are the qualities the speaker most admires in the role model?

Explain that after each person has spoken, the listener writes on a sheet of newsprint (for the person to whom s/he has listened) the answers to the two questions above. Then the two exchange sheets of paper and check out the accuracy of their answers. Finally, each person writes *for him/herself* the answer to the following question:

What have you done or are you doing that is similar to your role model?

If there is time, ask the group to post their sheets of newsprint on a wall and take a few minutes to read each other's responses.

5

CONCLUSION

Objective:
Identify activities in which they may participate to help eliminate sex-role stereotyping in public schools

Time: 5-10 minutes

Grouping: Large group

Materials
Follow-up materials (1 set per participant)

Space Arrangement/Preparation:
None needed

Answer any questions participants may have about the program or specific activities; obtain feedback on the program if you wish.

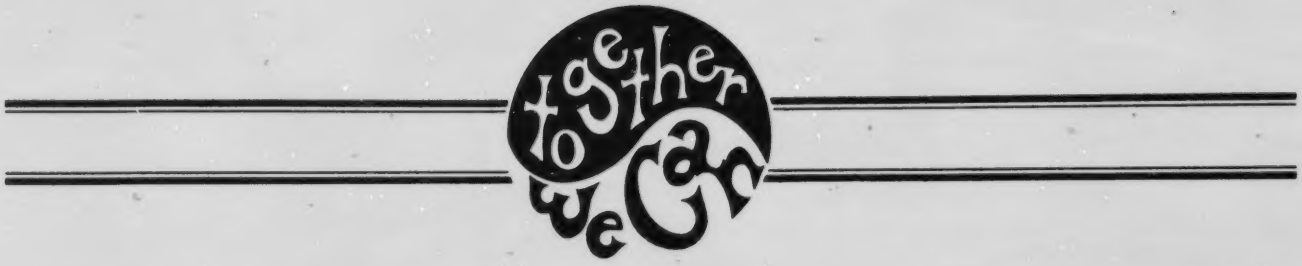
Distribute **follow-up materials**:

Information sheet about your volunteer program, if applicable (to be prepared by you)

The Language of Sexism

Language Activity Sheet

Fact sheet: Working Women



COMMUNITY GROUP

FOR
"LUNCH" GROUPS,
LARGE, FORMAL ORGANIZATIONS

MODULE II

1

INTRODUCTION

Objective:
Define sex-role stereotypes

Time: 5 minutes

Grouping: Large group

Materials:
None

Space Arrangement/Preparations:
You will need to have background information about women workers, changing roles, and feminist issues.

Introduce yourselves, and lead into program with a few well-chosen, well-documented facts about changing roles among men and women. (See the **fact sheets** in the follow-up packet and the **Program Guide**.)

Explain the purpose and format of the program. Explain that there are no "right" or "wrong" answers to any of the activities. State that there will be time at the end for questions and answers about the program and its purposes and goals.

2

STEREOTYPED MESSAGES

Objectives:
Identify ways in which sex-role stereotypes are taught and reinforced

Time: 5-10 minutes

Grouping: Large group

Materials:
Check list: "Stereotyped messages" (1 per participant)

Space Arrangement/Preparations:
None needed

Hand out the **check list**: "stereotyped messages" (one per participant).

Ask participants to check the messages they can remember having been taught as children. Ask if they can think of any additional messages to add to the checklist.

3

EXPECTATIONS

Objectives:
Define sex-role stereotypes

Identify ways in which sex-role stereotypes limit individual choice and growth

Identify ways in which sex-role stereotypes are taught and reinforced

Time: 30 minutes

Grouping: Begin with large group; move to small groups, if possible

Materials:
16mm film: *Expectations*

Film question sheet: "Expectations" (1 per participant)

Space Arrangement/Preparations:
Set up projector and have film ready before you begin the program.

Show the **film** to the large group.

Hand out **film discussion sheets** for participants to use in discussion, in small groups if possible (by tables, or with the person in the next seat if necessary). Have them report out any comments.

Questions for discussion:

Which scene in the film seemed the most familiar to you?

Are there scenes/incidents in the film that you have experienced yourself?

Which scene did you feel most comfortable with?

Were you uncomfortable with any of the characters' behaviors in any scenes? Which ones?

Were any of the characters' behaviors surprising to you?

4

VALUES CLARIFICATION

Objective:
Identify ways in which sex-role stereotypes are taught and reinforced

Time: 5-10 minutes

Grouping: Begin with participants working individually; move to small groups if possible

Materials:
Questionnaire: "Values clarification" (1 per participant)

Pencils/pens

Space Arrangement/Preparations:
None needed

Hand out **questionnaires;** have participants complete them individually. Allow 3-5 minutes. Divide the participants into small groups, if possible.

Use the following discussion questions:

Did you have trouble with any of the questions? If so, which ones?

Were you undecided about any questions?

Have groups report out any comments.

5

CONCLUSION

Objective:
Conclude the program.

Time: 5-10 minutes

Grouping: Large group

Materials:
Follow-up materials (1 set per participant)

Space Arrangement/Preparations:
None needed

Answer any questions participants may have about the program or specific activities; obtain feedback if you wish.

Distribute the **follow-up materials:**

Fact sheet: Working Women

The Language of Sexism

AMBIGUOUS SITUATION

A parent is preparing dinner and a three-year-old child rushes in crying with a serious cut. The parent realizes that the child must be taken to the emergency room immediately, calls a neighbor to stay with the other two preschool children, puts the child into the car, and pulls out of the driveway. Just then the child's other parent arrives home.

AMBIGUOUS SITUATION

QUESTIONS

1. What did you assume, if anything, about the first parent (the one at home)? Male or female? What were your reasons for your assumption(s)?

2. What did you assume, if anything, about the second parent? What were your reasons for your assumption(s)?

3. Did you picture the hurt child as female or male? If so, what were your reasons for your assumption?

4. Do your answers tell you anything about your picture of the family? of males? of females? of children? of yourself?

35

EXPECTATIONS
FILM DISCUSSION QUESTIONS

Which scene in the film seemed the most familiar to you?

Are there scenes/incidents in the film that you have experienced yourself?

Which scene did you feel most comfortable with?

Were you uncomfortable with any of the characters' behaviors in any scenes? Which ones?

Were any of the characters' behaviors surprising to you?

THE LANGUAGE OF SEXISM: A BUSINESSPERSON'S SAMPLER

"A language is not merely a means of communication; it is also an expression of shared assumptions. Language thus transmits implicit values and behavioral models to all those people who use it. When basic assumptions change, the idioms which express them become obsolete."

Elizabeth Burr, Susan Dunn, Norma Farguhar
"Women and the Language of Inequality"

Whereas . . .

1) A businessman is aggressive	A business woman is pushy.
2) He is good at details	She is picky.
3) He has authority	She is bossy.
4) He is feeling low (or hung over) so handle with care	She is moody, so it must be "her time of the month."
5) He follows through	She doesn't know when to quit.
6) He stands firm	She is hard.
7) He drinks to ease work load.....	She is a lush.
8) He isn't afraid to say what he thinks.....	She runs off at the mouth.
9) He is a powerhouse	She is power-mad.
10) He climbed the ladder of success	She slept her way to the top.

LANGUAGE ACTIVITY SHEET

Change the following words or terms to make them as non-sexist as possible. You may choose to work individually and then discuss your changes or to work on the changes as a group.

- man and his world
- men of science
- men and nations
- the founding fathers
- when man discovered fire
- when the child learns his language, he
- right-hand man
- middleman

- man-sized (job)
- manhood
- manmade
- womanlike
- man power
- brotherhood
- everyone did his work
- policeman

- fireman
- workman
- repairman
- chairman, chairwoman
- caveman
- congressman, congresswoman
- craftsman, craftswoman
- businessman, businesswoman, businessmen

- mailman
- salesman, saleswoman
- insurance man
- men and girls
- President Carter and Rosalyn
- the men and their wives
- John Tate and Mrs. Lewis Brown
- Senator Percy and Mrs. Grasso
- the well-known woman doctor, Virginia Apgar

- Mr. Harrison runs the garage in partnership with his wife, a striking blond who mans the pumps.
- She interviewed President Carter's lovely wife.
- John Frank, President of the Board of Education, and Marcia Brown, wife of Attorney Lewis Brown, announced the results.
- James Henry, principal of Oak Knoll Elementary School, and Mary Tate, mother of three children
- the woman attorney addressed the jury
- the farmer and his wife
- gal-Friday

- girls of the typing pool
- Frost, Robinson, and Miss Dickinson
- a Harvard man and a Radcliffe girl

- career girls
- lady (as in "who is the lady who called earlier?")
- authoress, aviatrix, heiress

- chick, broad, babe, dame
- spinster, old maid

- women's lib, women's libbers, libbers

ADD ANY OTHERS THAT YOU ARE AWARE OF.

FACT SHEET: WORKING WOMEN

- Nearly 48 percent of all women in the United States—a total of 38.6 million women—now hold jobs or are actively looking for jobs.
- More than half (57.7 percent) of women who work outside the home are married. Another 19 percent are widowed, divorced, or separated; 23.3 percent are single. A majority of these women are working because their families need the money.
- Studies show that 9 out of 10 girls in school today will work outside the home at some time in their lives.
- Women workers earn only 59 percent as much as men earn, a gap that is wider now than twenty years ago.
- The average salary for women teachers in secondary schools is only 81 percent of that of men; female scientists earn 76 percent as much as male scientists, and female engineers 85 percent as much as male engineers.
- More women still work as secretaries and food-service workers than in any other occupations.
- In measuring 22 inherent aptitude and knowledge areas related to job skills, a research laboratory found that there is no sex difference in 14 areas, women excel in 6, and men excel in 2.
- Among all families, about 1 in 8 is headed by a woman; almost 3 out of 10 black families are headed by women. Of all women workers, 1 out of 10 is a family head; 1 out of 5 minority women workers is a family head.
- Among all poor families, more than 2 out of 5 are headed by women; almost 2 out of 3 poor black families are headed by women.
- Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

NOTE: *This information was taken from a publication of the U.S. Department of Labor Women's Bureau, and from a Newsweek report titled "Women at Work," December 6, 1976, p. 68.*

STEREOTYPED MESSAGES

_____ 1. Boys are physically stronger than girls.

_____ 2. Girls are weak and need to be protected.

_____ 3. A good education is essential if a man wants a successful career.

_____ 4. "He got his PhD., and she got her Mrs. degree."

_____ 5. Female workers are less reliable than male workers.

_____ 6. Men are more responsible than women.

_____ 7. Men are more logical than women.

_____ 8. Women are more emotional than men.

_____ 9. Young ladies don't whistle.

_____ 10. Gentlemen open doors; ladies go first.

_____ 11. Boys are naturally more independent than girls.

_____ 12. Girls are naturally more dependent than boys.

_____ 13. Boys need a firmer hand than girls.

_____ 14. Girls are more obedient than boys.

_____ 15. Men don't make passes at girls who wear glasses.

_____ 16. No girl would be caught speaking to a 97-pound weakling.

_____ 17. A college education is more important to a man's future than to a woman's.

_____ 18. A woman needs to prepare herself to be a wife and mother.

_____ 19. Big boys don't cry.

_____ 20. Every woman needs to have a good cry now and then.

_____ 21. Women take longer to make up their minds than men and then they change them.

_____ 22. Men make reasoned decisions and stick to them.

_____ 23. Behind every successful man there's a good woman.

_____ 24. The man is the breadwinner in his family.

_____ 25. The way to a man's heart is through his stomach.

_____ 26. Win her with roses.

EXPECTATIONS
FILM DISCUSSION QUESTIONS

Which scene in the film seemed the most familiar to you?

Are there scenes/incidents in the film that you have experienced yourself?

Which scene did you feel most comfortable with?

Were you uncomfortable with any of the characters' behaviors in any scenes? Which ones?

Were any of the characters' behaviors surprising to you?

VALUES CLARIFICATION

Please read and mark each of the statements below whether you agree, disagree, or are undecided. There are no "right" or "wrong" answers.

1. A U D Woman's place is in the home.

2. A U D The man is the head of the household.

3. A U D Women should be required to take child-rearing and homemaking courses in school.

4. A U D A woman cannot work full-time and be a good mother.

5. A U D A woman who sees herself only in terms of her husband or her children is going to be in big trouble someday.

6. A U D Every woman is looking for a man to take care of her.

7. A U D Women do not want full equality if it means full responsibility.

8. A U D Women use their emotions rather than their reason in making decisions.

9. A U D Women who work take jobs away from men.

10. A U D Women would rather work for a male boss.

11. A U D I would rather work for a male boss.

12. A U D I cannot work full-time and be a good parent.

13. A U D My first responsibility is to be a companion to my spouse and/or to my children.

14. A U D I make the decisions for my family.

15. A U D I use my emotions more than my reason in making decisions.

FACT SHEET: WORKING WOMEN

- Nearly 48 percent of all women in the United States—a total of 38.6 million women—now hold jobs or are actively looking for jobs.
- More than half (57.7 percent) of women who work outside the home are married. Another 19 percent are widowed, divorced, or separated; 23.3 percent are single. A majority of these women are working because their families need the money.
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VOLUNTEER MODULES

MODULE OVERVIEW

RATIONALE

The volunteer modules have two purposes: to encourage volunteers to explore their own roles, choices, and beliefs; and to prepare them for their volunteer activities.

OBJECTIVES

Major objectives for the modules are to enable volunteers to:

- Define sex-role stereotypes
- Identify ways in which sex-role stereotypes limit individual choice
- Describe ways in which they were taught sex-role stereotypes
- Identify some of the ways in which they help to perpetuate sex-role stereotypes, both in their own lives and in the lives of others
- Identify some of the ways in which they attempt to eliminate sex-role stereotypes, both in their own lives and in the lives of others
- Identify some of the benefits and costs of pursuing nontraditional careers and/or life styles
- Identify the major influences upon their choices of nontraditional careers and/or life styles
- Describe ways in which role models can influence the attitudes and self-images of children
- Select specific activities in which they plan to participate as role-model volunteers
- Outline their objectives for the groups with which they work as volunteers, and possible approaches for achieving those objectives.

CONCEPTS

Major concepts addressed in the modules are:

We learn sex-role stereotypes, much as we learn language or manners.

Stereotypes are generalizations which do not allow for individual differences.

The expectations which others have about us influence our self-expectations; the choices which others made for their lives influence the choices we make for ourselves.

Every choice we make involves both costs and benefits.

We convey stereotyped—and nonstereotyped—messages through the use of verbal language and body language, and through the ways in which we describe the world.

Stereotypes vary from culture to culture.

Definitions and roles, for many people, are changing.

MATERIALS/MEDIA

You will use the following materials:

- Name tags (optional)
- Broad-point felt tip markers in a variety of colors (in a ratio of approximately three markers per participant)
- Newsprint—both large and small pads
- Scissors (four pairs for a group of 15-20)
- Masking tape
- Clock
- Copies of participant **follow-up materials** (1 set per participant)

PREPARATION

The modules are designed to be used with a group of approximately 20 participants. You will need a room with enough space to allow small groups of two to four to work without disturbing other participants. We recommend a carpeted room without furniture; the group can sit on the floor or on pillows. If you wish to use tables and chairs, use small tables which can be moved easily.

Tell the participants to wear comfortable clothes.

GENERAL SUGGESTIONS, HINTS, WARNINGS, PLEAS

We find that when we as facilitators are willing to participate in the activities and share our own feelings and experiences, the participants are more comfortable in sharing theirs.

The group will need at least two ten-minute breaks during each session.

The length of time required to complete each activity will vary with the size, character, and interest of your group. The length and nature of their discussions also will vary. Some people will finish quickly and be impatient to move on; others will work slowly. A rule of thumb which we tried to follow was to pick out the person or group which seemed most interested in the activity and allow as much time as necessary for them to complete their task.

TIME

The two volunteer modules are designed to be used as a package. Each is three hours in length; volunteers thus commit themselves to six hours of training.

VOLUNTEERS

MODULE I

1

INTRODUCTION

Objective:
Introduce the modules

Time: 5-10 minutes

Grouping: Large group

Materials:
Name tags (optional)

Space Arrangement/Preparations:
None needed

Introduce yourselves—your name, your institution or organization, your function. Offer brief comments stressing:

The purpose of the program is to explore stereotyped roles which our society sets for men and women—how we learn these roles, how they influence our lives, what functions they serve, what they cost us in terms of individual choices, what benefits they have, and how we pass on these roles to our children.

The activities are designed for *you*, the participants. You may work at a level that is comfortable to you—putting as much or as little of yourself into the exercises as you choose. Everything you do you may keep for your own use; we will not be "checking" or "testing" you.

There are no "right" or "wrong" answers—only individual answers. The facilitators have no answers to give.

If you have any questions about the purpose and/or the design of the activities, we will have time at the end of the program for discussion.

2

IDEAL PERSON

Objectives:

Define sex-role stereotypes

Identify ways in which sex-role stereotypes limit individual choice and growth

Identify some of the benefits and costs of pursuing nontraditional careers and/or life styles

Time: 40 minutes

Grouping: Begin with participants working individually. Then move to pairs or small groups (optional)

Materials

Newsprint (2 sheets per participant)

Felt-tip markers (many, of many colors)

Space Arrangement/Preparations:

None needed

Distribute newsprint (two sheets per person) and markers.

Give instructions: Using either pictures or symbols (not words), draw *your* ideal person—man if you are a man, woman if you are a woman. Draw the picture you have inside yourself of the person you want to be. Stress in instructions that you are not interested in drawing ability or art talent.

Allow ten minutes for drawing.

Give second set of instructions: Now imagine you are that ideal person. Think about what price you had to pay to reach that ideal; the *costs,* within and without, of becoming the person you wanted to be. Using words or symbols, add those costs to your picture.

Allow ten minutes. Then offer the group the following choices:

- Continue to work on their pictures individually.
- Share their picture with one other person.
- Share their picture with a small group.

Allow up to 15 minutes. Ask participants to post their pictures on the walls.

3

BODY LANGUAGE

Objectives:
Define sex-role stereotypes

Identify ways in which sex-role stereotypes limit individual choice and growth

Identify some of the ways in which they help to perpetuate sex-role stereotypes

Time: 45 minutes

Grouping: Small groups of 4

Materials:
None

Space Arrangement/Preparations:
You will need space so that small groups can work well apart from one another, and so that participants can move about.

Divide participants into groups of four.

Have each group identify a stereotypical movement or pose or body language attributed either to men or to women and choose one or more persons to act out that behavior or pose for the other groups. Each group in turn acts out its pose or movement, *without speaking*; the others must "label" the movement. Then, as a large group, discuss what "message" each movement conveys. (You may need to point out that the message which a person receives is not necessarily the message which the sender intended to convey.)

4

ROLE COSTS & BENEFITS

Objectives:

Describe ways in which they were taught stereotypes

Identify some of the ways in which they help to perpetuate—and to eliminate—sex-role stereotypes

Time: 30 minutes

Grouping: Begin with participants working individually; then move to small groups or pairs (optional)

Materials:

Newsprint (1 sheet or more per participant)

Felt-tip markers

Space Arrangement/Preparations:

None needed

Distribute newsprint and markers.

Ask each person to name and describe roles s/he has played or does play, costs of each role, and benefits or rewards of each role.

After about 15 minutes, offer participants the options of:

- continuing to work individually
- pairing with one other person to share the lists of roles
- forming small groups to share and discuss the lists.

Ask the participants to post their lists on the walls when they have finished.

5

CONTRACT

Objectives:

Describe ways in which they were taught stereotypes

Identify some of the ways in which they help to perpetuate—and to eliminate—sex-role stereotypes

Time: 45 minutes

Grouping: Pairs

Materials:

Newsprint (at least 2 sheets for each pair)

Felt-tip markers

Space Arrangement/Preparations:

None needed

Have participants form pairs of the same sex; provide markers and newsprint for each pair.

Ask each pair to write a contract for living together for six months. They are to divide up household tasks and responsibilities and privileges (who gets the best chair, does dishes, pays bills, fixes roof, etc.).

Have the pairs post their contracts on a wall when they have finished. Then have the participants form pairs of one male and one female (if there are not equal numbers of men and women, have one person in each pair fantasize being the other sex).

Ask the new pairs to write a contract for living together for six months and post their contracts on a wall. Allow time for the group to read all the contracts and discuss any questions or thoughts.

VOLUNTEERS

MODULE II

1

FAMILY DEFINITION

Objectives:
Describe ways in which they were taught sex-role stereotypes

Identify some of the ways in which they help to perpetuate—and to eliminate—sex-role stereotypes

Time: 45 minutes

Grouping: Small groups of 4

Materials:
Newsprint (at least 1 sheet per group)

Felt-tip markers

Space Arrangement/Preparations:
None needed

Have the participants divide into groups of four.

Have each group write a definition of the word "family." (We find that there are always dissenting opinions; many participants submit "minority reports.") Then ask each group to report out its definition and discuss each one. Post the definitions on a wall.

2

FAMILY PICTURE

Objectives:
Describe ways in which they were taught sex-role stereotypes

Identify the major influences on their choices of nontraditional careers and/or life styles

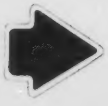
Time: 25 minutes

Grouping: Begin with participants working individually; move to small groups or pairs (optional)

Materials:
Newsprint (1 sheet per participant)

Felt-tip markers (many, of many colors)

Space Arrangement/Preparations:
None needed



Distribute felt-tip markers and a sheet of newsprint to each participant.

Ask each person to draw a picture of his/her family (past or present), doing something.

After 15 minutes ask the following questions for the participants to consider:

- What is the family doing? (What is the activity?)
- Who is doing what?
- Is there a leader/are there leaders? Who?
- Are there followers? Who?

Offer participants the options of:

- continuing to work individually
- pairing with one other person to share their pictures and discuss the questions
- forming small groups to share their pictures and discuss the questions.

3

CRUCIAL EVENT

Objectives:
Describe ways in which they were taught sex-role stereotypes

Identify the major influences on their choices of nontraditional careers and/or life styles

Time: 30 minutes

Grouping: Begin with participants working idividually; then move to groups of 4

Materials:
None

Space Arrangement/Preparations: None needed

Ask each person to take a few moments to think about the single most crucial event in her or his educational life—a turning point or major decision which influenced her or his education, life, or career.

Then, have them form groups of four, and describe and discuss the events, focusing on: common elements, stereotyped expectations, and the consequences of the event.

4

ROLE MODEL

Objective:
Identify the major influences on their choices of nontraditional careers and/or life styles

Describe ways in which role models can influence the attitudes and self-images of children

Time: 30 minutes

Grouping: Pairs

Materials:
Newsprint (1 sheet per participant)

Felt-tip markers

Space Arrangement/Preparations:
Copy definition of a role model and questions (see instructions below) on sheets of newsprint and post on a wall before beginning activity.

Give definition: A role model is someone who provides an image of who you might want to be or the way you might want to live; a person who shows you through the choices she or he has made in life that *you* might make similar choices.

Have participants pair with someone with whom they feel comfortable.

Explain that one person will be a listener, one a speaker, and then they will reverse roles. Listeners are to make no comments, no movement, no interruptions; speakers are to close their eyes and think of a person who was/is a role model to them, and describe that person to the listener.

Before beginning the description, the speaker is to take a few moments to consider the following questions:

What is the identity of the role model? (For example, male or female? job or career, if any? relationship to speaker?)

What are the qualities the speaker most admires in the role model?

Explain that after each person has spoken, the listener writes on a sheet of newsprint (for the person to whom s/he has listened) the answers to the two questions above. Then the two exchange sheets of paper and check out the accuracy of their answers. Finally, each person writes *for him/herself* the answer to the following question: *What have you done or are you doing that is similar to your role model?*

If there is time, ask the group to post their sheets of newsprint on a wall and take a few minutes to read each other's responses.

5

ACTION ALTERNATIVES

Objectives:
Select specific activities in which they plan to participate as role-model volunteers

Outline their objectives for the groups with which they work as volunteers

Time: 30 minutes

Grouping: Large group

Materials:
Follow-up materials (1 set per participant)

Space Arrangement/Preparation:
None needed

During the last half hour, discuss with participants the various ways in which they may work with the schools and/or your program as volunteers. (See the "Program Components" section for a full description of the volunteer program.) Ask participants to generate their own ideas for volunteers and outline specific steps to take in initiating their activities.

Distribute **follow-up materials:**

Information sheet on volunteer program activities, if you have one

Fact sheet on Title IX

Fact sheet: Working Women

Suggested readings

FACT SHEET: TITLE IX

"Title IX" is a section of a federal law, the Education Amendments of 1972 (Public Law 92-318), which states that (with some exceptions):

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance . . . .

Basically, what this law means is that all schools which receive federal money to operate their programs must offer both men and women equal opportunities to participate in those programs. (For example, vocational programs, which for a long time had classes just for boys and just for girls, must now be open to all students, male and female.) Title IX also means that teachers, counselors, administrators, and other school employees must not be discriminated against in the course of their employment.

Following are some facts about Title IX:

- Title IX covers almost all colleges, universities, elementary and secondary schools, and preschools. Military schools and religious schools are not covered. Some schools which traditionally have admitted only men or only women are allowed to continue that tradition; however, once they admit persons of both sexes, they must treat all students equally.

- Title IX does not cover textbooks.

- Schools may not use different kinds of aptitude or interest tests or other counseling materials for males and females.

- If a school has a class or course of study in which there are many more students of one sex than of the other, the school is required to assure that these enrollment patterns have not been caused by discriminatory treatment.

- Schools may not *require* separate programs for students based on marital status or pregnancy.

- All schools covered by Title IX must have conducted a "self-evaluation" to identify any discrimination in their programs, by July 1976. These evaluations must be kept on file for three years.

- All schools which have identified sex discrimination in their programs must take steps to end that discrimination.

- All schools covered by Title IX must name one employee to be responsible for coordinating activities concerning Title IX and for investigating complaints of discrimination.

- All schools covered by Title IX must adopt "grievance procedures" by which students and employees may file discrimination complaints.

- The provisions for physical education programs are complicated. Generally, the law states that:

  - Schools may not offer separate sections or classes for physical education.

  - Within classes, students *may* be separated by sex for contact sports.

  - Within classes, students *may* be grouped by ability, even if that grouping results in single-sex or mostly single-sex groups. Sex may *not*, however, be used as the basis for grouping students.

- Title IX does *not* require that schools have single, coeducational teams for all sports. A school may have separate teams or a single team open to both sexes. If a school offers separate teams, however, it cannot discriminate on the basis of sex in any way, such as providing needed equipment or facilities or staff.

- If a school offers a team (for a noncontact sport) for members of one sex and *not* for members of the other, individuals of the excluded sex must be allowed to compete for the team offered. (For example, if there is a men's track team, but no women's track team, whether because of lack of interest, lack of competition, or whatever reason, and if women's sports have previously been limited at the institution, a woman may compete for a place on the men's team.)

- Athletic departments and programs are covered by Title IX, even if the programs do not directly receive federal money.

- If schools do not take steps to end their discriminatory programs and practices, their federal support may be cut, or they may be subject to legal action by the federal Department of Justice.

If you wish to have more information about Title IX and school policies in your state and/or school district, you may contact the Title IX representative in your state department of education or local school district. You also may want to contact members of the state or local National Organization for Women or Women's Equity Action League, who frequently have organized special committees or task forces concerning Title IX.

FACT SHEET: WORKING WOMEN

- Nearly 48 percent of all women in the United States—a total of 38.6 million women—now hold jobs or are actively looking for jobs.
- More than half (57.7 percent) of women who work outside the home are married. Another 19 percent are widowed, divorced, or separated; 23.3 percent are single. A majority of these women are working because their families need the money.
- Studies show that 9 out of 10 girls in school today will work outside the home at some time in their lives.
- Women workers earn only 59 percent as much as men earn, a gap that is wider now than twenty years ago.
- The average salary for women teachers in secondary schools is only 81 percent of that of men; female scientists earn 76 percent as much as male scientists, and female engineers 85 percent as much as male engineers.
- More women still work as secretaries and food-service workers than in any other occupations.
- In measuring 22 inherent aptitude and knowledge areas related to job skills, a research laboratory found that there is no sex difference in 14 areas, women excel in 6, and men excel in 2.
- Among all families, about 1 in 8 is headed by a woman; almost 3 out of 10 black families are headed by women. Of all women workers, 1 out of 10 is a family head; 1 out of 5 minority women workers is a family head.
- Among all poor families, more than 2 out of 5 are headed by women; almost 2 out of 3 poor black families are headed by women.
- Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

NOTE: *This information was taken from a publication of the U.S. Department of Labor Women's Bureau, and from a Newsweek report titled "Women at Work," December 6, 1976, p. 68.*

SUGGESTED READINGS

Sheila Ballantyne, *Norma Jean the Termite Queen*, New York: Bantam Books, 1975 (paperback). A novel about an American housewife.

Charlotte Perkins Gilman, *The Yellow Wallpaper*, Old Westbury, N.Y.: The Feminist Press, 1973 (paperback); also available in anthologies. A short story about a woman who imagines herself—not unreasonably—trapped behind yellow wallpaper.

Nancy Milford, *Zelda*, New York: Harper & Row, 1970. A biography of Zelda Sayre Fitzgerald, wife of novelist F. Scott Fitzgerald.

Barbara Sprung, *Non-Sexist Education for Young Children: A Practical Guide*, New York: Citation Press, 1975. A collection of ideas based on the experience of the Non-Sexist Child Development Project of the Women's Action Alliance.

Stacey, Bereaud, and Daniels, *And Jill Came Tumbling After*, New York: Dell Publishing Company, 1974 (paperback). A collection of articles about sexism in education.

Women on Words and Images, "Dick and Jane as Victims: Sex Stereotyping in Children's Readers." Can be ordered for $2.00 from W/WI, P.O. Box 2163, Princeton, New Jersey, 08540.

PARENT MODULES

MODULE OVERVIEW

RATIONALE

These modules focus on parents as direct influences in their children's lives and as potential influences on school policies and programs. The three modules are designed to be used either separately or as a sequenced set of programs. The first module is most general in scope and requires a minimum of audience participation. The activities in the second module call for more group participation; they focus primarily on the manifestations of sex-role stereotypes through both verbal and body language. The third module focuses on the family and its influence on a child's attitudes and self-expectations.

OBJECTIVES

Major objectives for the modules are to enable members of parent groups to:

- Define sex-role stereotypes
- Identify ways in which sex-role stereotyping limits individual choice
- Identify the school's role in transmitting sex-role stereotyping and some of the specific ways in which stereotypes are taught and reinforced in the classroom.
- Identify ways in which they were taught sex-role stereotyping
- Predict some of the possible effects of sex-role stereotyping
- Identify some of the ways in which they help to teach and reinforce sex-role stereotyping
- Identify activities in which they may participate to help eliminate sex-role stereotyping in public schools.

CONCEPTS

Major concepts addressed in the modules are:

We learn sex-role stereotypes, much as we learn language or manners.

Stereotypes are generalizations which do not allow for individual differences.

The expectations which others have about us influence our self-expectations; the choices which others make for their lives influence the choices we make for ourselves.

Every choice we make involves both costs and benefits.

Stereotypes vary from culture to culture.

Definitions and roles, for many people, are changing.

Parents can identify and influence the public school programs and policies which affect their children's lives.

MATERIALS/MEDIA

You will need:

- Copies of the **participant materials** for each module (1 set for each participant)
- Newsprint (all modules)
- Felt-tip markers (all modules)
- Ball point pens and/or pencils (module 2)
- **Film** *Expectations* and a 16mm film projector (module 2)
- Masking tape (module 3)
- Clock

PREPARATION

The most important—and helpful—thing you can do to prepare for your program is to make sure well in advance that the group (or at least its president or program chair or your contact person) has a clear idea of the purpose of your program, the nature of the activities and the amount of time you will need. (We once were introduced to a group as presenters of a program on human sexuality—even though we had explained our purpose on two separate occasions). We suggest that you send a brief written description of the program to the group as far in advance as possible.

Find out as much as you can about your audience before the date of the program.

You will need background information to answer parents' questions and to offer suggestions for their involvement with the schools. We suggest you familiarize yourself with the following:

- Title IX (legal requirements, local activities—see **fact sheet** in parent follow-up materials)
- Textbook adoption procedures in your state, area, and/or school district (check with your state department of education and/or local school district, and with the Title IX representative, if there is one)
- Local groups and activities which focus on eliminating sexism in public school programs
- Local school programs and policies concerning parent involvement, sex discrimination, etc.

GENERAL SUGGESTIONS, HINTS, WARNINGS, PLEAS

The length of time required to complete each activity will vary with the size, character, and interest of your audience—and with your purpose for the group. The length and nature of their discussions also will vary. Some people will finish quickly and be impatient to move on; others will work slowly. A rule of thumb which we tried to follow was to pick out the person or group which seemed most interested in the activity and allow as much time as necessary for them to complete their task.

You will need to be prepared for the possibility that you will not get through all of the activities in one hour.

Some parents tend to talk about their children and their own specific school situations. During some activities, this is helpful and appropriate, e.g., discussing alternatives for parent action and problems parents see. At other times, particularly when the group first meets, talking about their children can be a way of avoiding looking into themselves. Special interest parent groups may want to discuss only the problems they are formed around. In both these situations, you, as facilitator,

may have to remind the parents that your program has a time limit and specific focus; they may want to wait until after the program to discuss their children and their problems—and determine if and how sexism in education ties in with their interests.

Parent audiences will vary greatly in terms of experience in structured group activities. You as facilitator will want to know as much as possible about the group in order to vary the activities if you need to. Some parents may need much positive encouragement to try new activities, such as the body language and/or drawing an ideal child exercises.

You will want to be aware of the reading abilities of the participants and adapt activities accordingly. You may want to read aloud any written exercise (e.g., the ambiguous situation and sexist language activities), or to have one person in each small group act as reader.

We feel that facilitators will be more effective if they reflect the ethnic and cultural background(s) of their audiences.

We have prepared a single set of follow-up materials for parents; they may be used with any of the modules. These materials include:

Fact sheet on Title IX

Fact sheet on working women

Activity: Describe a day in your life...

Information on local programs and activities (to be prepared by you)

TIME

Each module is designed for a *one-hour* program. If you use all the modules in sequence with a single group, each program may be five to ten minutes shorter, since some of the introductory and final discussions will be eliminated.

PARENT MODULE I

1

INTRODUCTION

Objective:
Introduce the modules

Time: 5-10 minutes

Grouping: Large group

Materials:
None

Space Arrangement/Preparations:
None needed

Introduce yourselves—your name, your institution or organization, your function. Offer brief comments stressing:

The purpose of the program is to explore stereotyped roles which our society sets for men and women—how we learn these roles, how they influence our lives, what functions they serve, what they cost in terms of individual choice, what benefits they have, how we pass on these roles to our children.

The activities are designed for *you*, the participants. You may work at a level that is comfortable to you—putting as much or as little of yourself into the exercise as you choose. Everything you do you may keep for your own use; we will not be "checking" or "testing" you.

There are no "right" or "wrong" answers—only individual answers. The facilitators have no answers to give.

If you have any questions about the purpose and/or the design of the activities, we will take time at the end of the program for discussion.

2

AMBIGUOUS SITUATION

Objective:
Define sex-role stereotypes

Identify ways in which sex-role stereotyping limits individual choice

Time: 15 minutes

Grouping: Begin in large group; move to groups of 3 or 4

Materials:
Activity Sheet: "Ambiguous Situation" (1 per participant)

Space Arrangement/Preparations:
None needed

Distribute the "Ambiguous Situation" **activity sheets.**

Ask each person to read the paragraph on the first page without turning to the second page. When they finish, they may turn to the second page, look at the questions, and think about them. They may write down any thoughts or responses if they choose.

Allow 5 minutes. Then ask the participants to divide into groups of three or four (if the group is large).

Ask the small groups to discuss the *fourth* question. Allow ten minutes for the discussion.

OPTION: You may ask the small groups to report out their responses—or you may ask a series of questions such as:

How many of you assumed the first parent was female?

How many of you assumed the injured child was male?

How many of you based your answers on your own family situation, either past or present?

3

EXPECTATIONS

Objectives:
Identify ways in which sex-role stereotyping limits individual choice

Identify some of the specific ways in which stereotypes are taught and reinforced in the classroom

Identify some of the ways we learn, and teach, stereotypes

Time: 30 minutes

Grouping: Begin in large group; move to groups of 4 or 5

Materials:
16mm film *Expectations*

Film question sheet: "Expectations" (1 per participant)

Space Arrangement/Preparations:
Set up projector and have film ready before you begin the program.

Show the **film** to the large group. After the film, have the participants divide into groups of four or five. Distribute the **film question sheets** to guide their discussion. The parents may want to report comments to the large group.

Questions for discussion:

Which scene in the film seemed most familiar to you?

Are there scenes/incidents in the film that you have experienced or your children have experienced?

Which scene did you feel most comfortable with?

Were you uncomfortable with any of the behaviors in any scene? Which ones?

Were any of the characters' behaviors surprising to you?

4

PROBLEMS & ALTERNATIVES

Objective:
Identify activities in which parents may participate to help eliminate sex-role stereotyping in public schools

Time: 10 minutes

Grouping: Small groups of 4 or 5

Materials:
- Newsprint
- Felt-tip markers
- **Follow-up materials** (optional; 1 set per participant)

Space Arrangement/Preparations:
You will need to have background information about Title IX (see the **fact sheet** in the follow-up materials) and about local programs.

Begin by giving brief information about Title IX and current efforts to eliminate sex-role stereotyping in the schools.

Have participants remain in small groups; distribute newsprint and felt-tip markers.

Ask each group to identify a specific problem they have encountered with the schools and list alternative approaches to solve those problems.

Distribute **follow-up materials** (optional):

Fact sheet on Title IX

Fact Sheet: Working Women

Activity: Describe a day in your life...

Information on local programs and activities

PARENT MODULE II

1

INTRODUCTION

Objective:
Introduce the module(s)

Time: 5 minutes

Grouping: Large group

Materials:
None

Space Arrangement/Preparations:
None needed

If you are using this as your first or only module, make the introductory statements outlined in module 1. If you have already used module 1 with the same audience, you may skip the introduction—except for your name—and if the group is small enough, ask each person to introduce herself or himself.

2

LANGUAGE

Objectives:
Define sex-role stereotypes

Identify some of the specific ways in which stereotypes are taught and reinforced in the classroom

Identify some of the ways in which we learn, and teach, stereotypes

Time: 20 minutes

Grouping: Small groups of 4 or 5

Materials:
Language activity sheets (1 per participant)

Pencils/pens (optional)

Space Arrangement/Preparations:
You may want to adapt the language list to your particular audience, by eliminating some of the words, adding local terms, or translating the list into the predominant language of your audience.

Ask participants to form groups of four or five people. Distribute a **language activity sheet** to each participant.

Read the directions to the group. Explain that the examples on the sheet are taken from school textbooks and from newspapers. Stress that there are no right or wrong answers.

NOTE: Groups may "get stuck" on a particular word and either ask you, the facilitator, for the answer or argue that there is nothing wrong with the word. Stress again that there are no right or wrong answers and that you are not advocating any particular position, and turn the discussion back to the group.

3

BODY LANGUAGE

Objectives:
Define sex-role stereotypes

Identify ways in which sex-role stereotyping limits individual choice

Identify some of the ways in which we help to teach and reinforce sex-role stereotyping

Time: 25-30 minutes

Grouping: Small groups of 4

Materials:
None

Space Arrangement/Preparations:
Groups will need space apart from one another, and space in which to move about.

Divide participants into groups of four

Have each group identify a stereotypical movement or pose or body language attributed to either men or women and choose one or more persons to act out that behavior or pose for the other groups. Each group in turn acts out its pose or movement, *without speaking*; the others must "label" the movement. Then, as a large group, discuss what "message" each movement conveys. (You may need to point out that the message which a person receives is not necessarily the message which the sender intended to convey.)

4

ACTION ALTERNATIVES

Objectives:
Identify activities in which parents may participate to help eliminate sex-role stereotyping in public schools.

Time: 5-10 minutes

Grouping: Small groups of 4 or 5

Materials:
Follow-up materials (optional)

Space Arrangement/Preparation:
You will need to have background information about procedures in your state or area for textbook adoption.

Explain to parents the procedures for adopting textbooks in their state and/or school district, and describe any local activities aimed at eliminating sexist language in textbooks. Ask them to form small groups of four or five and identify ways in which they can influence the selection, adoption, and use of textbooks and/or textbook language in their children's schools.

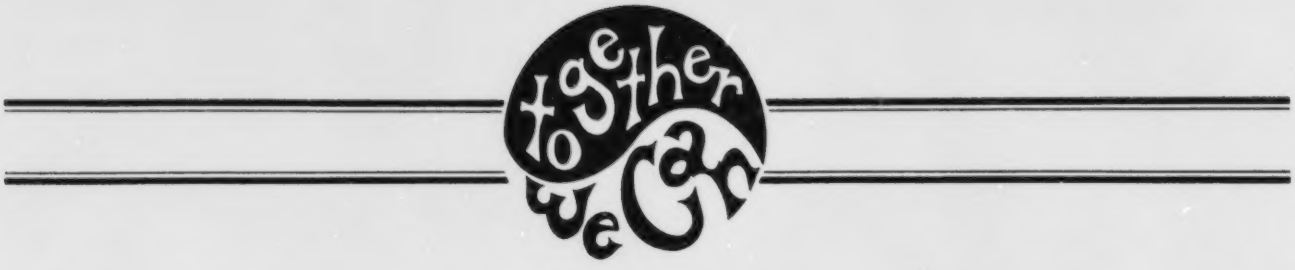
Distribute **follow-up materials** (optional):

Fact sheet: Title IX

Fact sheet: Working Women

Activity: Describe a day in your life...

Information on local programs and activities



PARENT MODULE III

1

INTRODUCTION

Objective:
Introduce the module(s)

Time: 5 minutes

Grouping: Large group

Materials:
None

Space Arrangement/Preparations:
None

If you are using this as your first or only module, make the introductory statements outlined in module 1. If you have already used modules 1 and 2 with the same audience, you may skip the introduction except for your name—and if the group is small enough, ask each person to introduce herself or himself.

2

FAMILY DEFINITION

Objectives:
Identify ways in which sex-role stereotyping limits individual choice

Identify the school's role in transmitting sex-role stereotypes

Identify some of the ways in which we learn, and teach, stereotypes

Time: 20 minutes

Grouping: Small groups of 4

Materials:
Newsprint

Felt-tip markers

Space Arrangement/Preparations:
None needed

Have the participants divide into groups of four. Distribute a sheet of newsprint and felt-tip markers to each group.

Ask each group to write, as a group, their definition of the word "family." (We find that there are always dissenting opinions; many participants submit "minority reports.") Then ask each group to report out its definition and discuss each one.

Post the definitions on a wall.

3

IDEAL CHILD PICTURE

Objectives:

Predict some of the possible effects of sex-role stereotyping on the future of their children

Identify some of the ways in which parents teach and reinforce sex-role stereotypes

Time: 25 minutes

Grouping: Begin by working individually, then move to small groups or pairs (optional)

Materials

Newsprint

Felt-tip pens

Space Arrangement/Preparations:

None needed

Distribute newsprint (two sheets per person) and felt-tip pens.

Give instructions: Using either pictures or symbols (not words), draw *your* ideal child the way you want your child to be. Stress that you are not interested in drawing ability or art talent. Allow 10 minutes.

Give second set of instructions: Now add to your picture, with symbols or words, the *costs*, within and without, that your child will pay in order to reach that ideal. Allow five minutes.

Offer the group the following choices:

- Continue to work on their pictures individually.
- Share their picture with one other person.
- Share their picture with a small group.

Allow ten minutes for sharing or finishing up.

4

CONCLUSIONS

Objective:
Identify activities in which parents may participate to help eliminate sex-role stereotyping in public schools

Time: 10 minutes

Grouping: Optional

Materials:
Follow-up materials (optional)

Space Arrangement/Preparations:
None needed

This module allows ten minutes extra time. If you use only this program, you may take the ten minutes for parents to do activity 4 in parent module 1 (problems parents see and alternatives for action).

If you already have used module 1 and/or 2, use this time to distribute the **fact sheets on working women,** and ask parents to discuss them in the group. Then distribute other **follow-up materials** for parents to take home:

Fact sheet: Title IX

Activity: Describe a day in your life...

Information on local programs and activities

AMBIGUOUS SITUATION

A parent is preparing dinner and a three-year-old child rushes in crying with a serious cut. The parent realizes that the child must be taken to the emergency room immediately, calls a neighbor to stay with the other two preschool children, puts the child into the car, and pulls out of the driveway. Just then the child's other parent arrives home.

AMBIGUOUS SITUATION

QUESTIONS

1. What did you assume, if anything, about the first parent (the one at home)? Male or female? What were your reasons for your assumption(s)?

2. What did you assume, if anything, about the second parent? What were your reasons for your assumption(s)?

3. Did you picture the hurt child as female or male? If so, what were your reasons for your assumption?

4. Do your answers tell you anything about your picture of the family? of males? of females? of children? of yourself?

EXPECTATIONS
FILM DISCUSSION QUESTIONS

Which scene in the film seemed the most familiar to you?

Are there scenes/incidents in the film that you have experienced yourself?

Which scene did you feel most comfortable with?

Were you uncomfortable with any of the characters' behaviors in any scenes? Which ones?

Were any of the characters' behaviors surprising to you?

LANGUAGE ACTIVITY SHEET

Change the following words or terms to make them as non-sexist as possible. You may choose to work individually and then discuss your changes or to work on the changes as a group.

- man and his world
- men of science
- men and nations
- the founding fathers
- when man discovered fire
- when the child learns his language, he
- right-hand man
- middleman
- man-sized (job)
- manhood
- manmade
- womanlike
- man power
- brotherhood
- everyone did his work
- policeman
- fireman
- workman
- repairman
- chairman, chairwoman
- caveman
- congressman, congresswoman
- craftsman, craftswoman
- businessman, businesswoman, businessmen

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- mailman
- salesman, saleswoman
- insurance man
- men and girls
- President Carter and Rosalyn
- the men and their wives
- John Tate and Mrs. Lewis Brown
- Senator Percy and Mrs. Grasso
- the well-known woman doctor, Virginia Apgar

- Mr. Harrison runs the garage in partnership with his wife, a striking blond who mans the pumps.
- She interviewed President Carter's lovely wife.
- John Frank, President of the Board of Education, and Marcia Brown, wife of Attorney Lewis Brown, announced the results.
- James Henry, principal of Oak Knoll Elementary School, and Mary Tate, mother of three children
- the woman attorney addressed the jury
- the farmer and his wife
- gal-Friday

- girls of the typing pool
- Frost, Robinson, and Miss Dickinson
- a Harvard man and a Radcliffe girl

• career girls	• chick, broad, babe, dame	• women's lib, women's libbers, libbers
• lady (as in "who is the lady who called earlier?")	• spinster, old maid	
• authoress, aviatrix, heiress		

ADD ANY OTHERS THAT YOU ARE AWARE OF.

FACT SHEET: TITLE IX

"Title IX" is a section of a federal law, the Education Amendments of 1972 (Public Law 92-318), which states that (with some exceptions):

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance . . . .

Basically, what this law means is that all schools which receive federal money to operate their programs must offer both men and women equal opportunities to participate in those programs. (For example, vocational programs, which for a long time had classes just for boys and just for girls, must now be open to all students, male and female.) Title IX also means that teachers, counselors, administrators, and other school employees must not be discriminated against in the course of their employment.

Following are some facts about Title IX:

- Title IX covers almost all colleges, universities, elementary and secondary schools, and preschools. Military schools and religious schools are not covered. Some schools which traditionally have admitted only men or only women are allowed to continue that tradition; however, once they admit persons of both sexes, they must treat all students equally.

- Title IX does not cover textbooks.

- Schools may not use different kinds of aptitude or interest tests or other counseling materials for males and females.

- If a school has a class or course of study in which there are many more students of one sex than of the other, the school is required to assure that these enrollment patterns have not been caused by discriminatory treatment.

- Schools may not *require* separate programs for students based on marital status or pregnancy.

- All schools covered by Title IX must have conducted a "self-evaluation" to identify any discrimination in their programs, by July 1976. These evaluations must be kept on file for three years.

- All schools which have identified sex discrimination in their programs must take steps to end that discrimination.

- All schools covered by Title IX must name one employee to be responsible for coordinating activities concerning Title IX and for investigating complaints of discrimination.

- All schools covered by Title IX must adopt "grievance procedures" by which students and employees may file discrimination complaints.

- The provisions for physical education programs are complicated. Generally, the law states that:

  - Schools may not offer separate sections or classes for physical education.

  - Within classes, students *may* be separated by sex for contact sports.

  - Within classes, students *may* be grouped by ability, even if that grouping results in single-sex or mostly single-sex groups. Sex may *not*, however, be used as the basis for grouping students.

- Title IX does *not* require that schools have single, coeducational teams for all sports. A school may have separate teams or a single team open to both sexes. If a school offers separate teams, however, it cannot discriminate on the basis of sex in any way, such as providing needed equipment or facilities or staff.

- If a school offers a team (for a noncontact sport) for members of one sex and *not* for members of the other, individuals of the excluded sex must be allowed to compete for the team offered. (For example, if there is a men's track team, but no women's track team, whether because of lack of interest, lack of competition, or whatever reason, and if women's sports have previously been limited at the institution, a woman may compete for a place on the men's team.)

- Athletic departments and programs are covered by Title IX, even if the programs do not directly receive federal money.

- If schools do not take steps to end their discriminatory programs and practices, their federal support may be cut, or they may be subject to legal action by the federal Department of Justice.

If you wish to have more information about Title IX and school policies in your state and/or school district, you may contact the Title IX representative in your state department of education or local school district. You also may want to contact members of the state or local National Organization for Women or Women's Equity Action League, who frequently have organized special committees or task forces concerning Title IX.

FACT SHEET: WORKING WOMEN

- Nearly 48 percent of all women in the United States—a total of 38.6 million women—now hold jobs or are actively looking for jobs.
- More than half (57.7 percent) of women who work outside the home are married. Another 19 percent are widowed, divorced, or separated; 23.3 percent are single. A majority of these women are working because their families need the money.
- Studies show that 9 out of 10 girls in school today will work outside the home at some time in their lives.
- Women workers earn only 59 percent as much as men earn, a gap that is wider now than twenty years ago.
- The average salary for women teachers in secondary schools is only 81 percent of that of men; female scientists earn 76 percent as much as male scientists, and female engineers 85 percent as much as male engineers.
- More women still work as secretaries and food-service workers than in any other occupations.
- In measuring 22 inherent aptitude and knowledge areas related to job skills, a research laboratory found that there is no sex difference in 14 areas, women excel in 6, and men excel in 2.
- Among all families, about 1 in 8 is headed by a woman; almost 3 out of 10 black families are headed by women. Of all women workers, 1 out of 10 is a family head; 1 out of 5 minority women workers is a family head.
- Among all poor families, more than 2 out of 5 are headed by women; almost 2 out of 3 poor black families are headed by women.
- Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

NOTE: *This information was taken from a publication of the U.S. Department of Labor Women's Bureau, and from a Newsweek report titled "Women at Work," December 6, 1976, p. 68.*

A DAY IN YOUR LIFE

follow-up activity

Describe a day in your life at age eleven.

What do you do with your time on this day?

What do you plan or expect to do with "your life"?

How do you imagine that you will be when you are grown up?

Which expectations are your own?

Which expectations are someone else's for you?

Describe a day that you live now.

What expectations of your own have you met?

What expectations of other people have you met?

How do you picture yourself twenty years from now?

Which expectations are your own?

Which expectations are someone else's?

SCRIPT

FILM SCRIPT:
EXPECTATIONS

Opening: Collage of ads, cartoons, comic books, events that depict stereotyped images and expectations of males and females.

Title: *Expectations*

Credits: Produced by Levie Isaacks, Richard Goodman.

Written by Sydney Slye.

Directed by Diana Vela.

Collage: Sequence of school stereotypes

Classroom Scene

Teacher (Enthusiastic and energetic): Our community is made up of some very special people. These people have some very important jobs that they do which help us. What do you think some of these jobs might be?

Child #1: A doctor.

Teacher (Writing doctor on the board): Good!

Child #2: Lawyer.

(Teacher continues to write these professions on the board and verbally supports the children for their answers.)

Child #3: A secretary.

Child #4: Mailman.

Child #5: Nurse.

Child #6: Pharmacist.

Child #7: Dentist.

Child #8: Well, aren't my parents important?

Teacher: Why of course they are.

Child #8: Well, I don't see their jobs up there.

Teacher (Realizing what she has done): Why . . . you're right. There are a lot of jobs we haven't listed. What do your parents do, honey?

Child #8: My mom fixes telephones and my dad cooks.

Teacher (Writing them on the board): Those are most important jobs. Would any of the others like to tell me what your parents do?

(The kids get excited and everyone raises their hands.)

Collage: Women and children stereotypes, ads.

Park Scene

A mother is pushing a baby carriage in the park. Her daughter is skipping along beside her, then off and around trees to explore.

Cut to: Two people on a park bench, an older man enjoying the sunshine and a young woman reading a book.
Cut back to: Mother and children crossing bridge. Daughter runs ahead and falls downstairs. She begins crying. Mother reaches down to get the baby, looks conflicted, takes baby in arms and begins rushing to daughter.

The older man approaches her, says,"May I?" and holds his arms out for the baby. The woman looks grateful, hands him the baby, and rushes on to tend to her daughter. The man plays with the baby.

Cut to: The woman smiling at the man.

Collage: idealized mother-daughter ads; pretty girl = marriage; smart girl = lonely wallflower ads

Mother-Daughter Scene

(A young woman in the kitchen fixing supper, while her mother sits, paying the bills at the kitchen table.)

Mother: Honey, God knows what I'd do without you. (Girl smiles sweetly.)

Mother: ...Always helping out—never a whimper. Got myself a gem—two gems, you and your sister Emilie. (Silence)

Mother: When is that sister of yours due back here?

Girl: I'm not sure, Mama. I think pretty soon.

Mother: Good.

Girl: I think everything's about ready. I'm gonna go study before supper — okay?

Mother: Fine, honey.

(The older sister, Emilie, arrives and begins to taste and stir the food on the stove. The mother is talking to her from the kitchen table.)

Mother: School going good?

Emilie: Yes mom.

Mother: Good grades — doing all your work?

Emilie: Yes.

Mother: Girl, you got one good head on those shoulders and there ain't one good reason you can't just do whatever you have a mind to — you know what I mean?

(Emilie turns, nodding her head slowly.)

Mother: You got the brains, girl. You're gonna go to college. Isn't that what that counselor said?

Emilie: He said I have potential.

Mother: Well, all you've gotta do is reach out and get that scholarship.

(Cut to: The younger sister, Cara, has overheard the conversation in the kitchen. Her facial expression is one of hurt, dismay and confusion.)

Emilie: Mother, I can't leave. What will you and Cara do?

Mother: Why, we'll just do what we've been doing. Besides, Cara's such a pretty girl...we'll do just fine. You've got to reach out and be somebody. This family needs a *somebody*.

(Cut to: Cara looks away as her sister walks out of the kitchen. Emilie sees the expression of hurt on Cara's face. Emilie's face registers her regret and fondness for her sister.)

Emilie (softly): Cara.

(Cara looks up at her sister.)

Emilie: Hey babe, Mama don't know what she's saying. You know?

(Cara looks kind of lost as to what she's saying.)

Emilie: Look, I don't care about who's smart and who ain't. It's some big deal or something to Ma. It just is for some reason or something. Do you see?

Cara: I don't know.

Collage: Successful businessman ads; well cared for wife; material wealth stereotypes

Businessman Scene

(The man in the business suit is standing at his desk. He looks especially hurried as he flips papers around on a desk, pulling out drawers, etc. Suddenly, the phone rings and he picks it up. Now, there will begin a three-way conversation between the man, his wife and his mother. The camera will cut between the man and his wife and the mother at the end.)

Man: Yes.

Wife (Sitting in bedroom): Dan, Mother's here now. She wants to talk with you.

Mother (on extension phone): Dan?

Man (Still going crazy at his desk): Hello Mother.

(Looking at his watch and trying to listen intently)

Did Jan tell you that Leslie won the sports award for her grade?

Mother: Oh heavens, that's wonderful. For the boys too?

Man (Looks proud): Yes, of the boys and girls.

(While Dan is talking, his secretary opens the door quietly and points to her watch, silently mouthing the time. Dan looks up and nods.)

Wife: Mother, Dan and I started the most incredible diet — really good for you. We feel great.

Mother (Laughing): Well, I hope it's not one of those diets where you don't see any meat at the table.

Wife: Oh, of course not, Mother.

Mother: Well, good. Dan needs something special to go on. (Laughing) He doesn't even know he can go on 6 cylinders rather than 8.

Mother: Dan, how is work?

Man (very distracted): Fine, just fine.

Mother: I know you must really be happy.

(The man pauses, looks caught and confused, as if suddenly realizing the trap he is in.)

Collage: Ads for glamorous dress; shopping; store sign "Our job is pleasing you ..."

Store Scene

(A young woman dressed in poncho and boots is standing a bit back from the counter in a Dept. Store. The man in front of the young woman is being helped by the saleswoman. Just as the saleswoman finishes with this man, another man walks up to be helped. The saleswoman very smoothly and easily moves toward the man, addressing him politely. She ignores the young woman.)

Saleswoman (To the new man): Hello, may I help you?

Man (Motioning to the woman): I believe this young woman was here before me.

(The woman smiles to the man in thanks. The saleswoman looks a bit disturbed, and turns reluctantly to help the young woman.)

Collage: Chivalry cartoon; glamor figure ad

Bus Scene

A city bus is in motion and a young man is sitting in the front section. A woman with two children, a baby and small child, gets on the bus. No seats are left so the teenager gets up. The woman nods her head in thanks. The next stop down, another woman gets on the bus. She is a young, attractive woman. Several look up with interest, then one gets up, offering her a seat. She takes it. Finally, an older woman gets on the bus with several packages. The teenager looks around and realizes everyone is oblivious to her. No one moves to offer her a seat. He holds her elbow to help keep her balance. Then the attractive woman moves, smiles and offers the old woman her seat. The young woman catches the eye of the teenager who has been watching and smiles. He smiles back.

Collage Scene: Maternity ads; waiting lines; delivery room pictures; female nurses.

Examination Room Scene

(A group of interns are in a medical examining room. All attention is being centered on a woman in her early forties who is the professor and residing gynecologist and obstetrician.)

Doctor (Very matter of factly): How many of you have ever had an obstetric exam?

(The women interns raise their hands. The male interns are trying to make some sense out of this.)

Doctor (To the women): You all may dispense with this part of the lecture.

(The women leave.)

Doctor (Pointing toward exam table): Gentlemen, this is a gynecological and obstetric examination table.

(The doctors study the table.)

Doctor: In order to get a greater sense of empathy with your patients, I want each of you to undress and hop up on the table... The men look puzzled and a bit shocked. The young black doctor breaks into a smile when he realizes the necessity and humor involved in this situation.

Credits: (filmed over flashback frames from the scenes)

Cinematographer — Levie Isaacks

Assistant Camera — Don Sassano

Gaffer — Eagle Pennell

Key Grip — Albert Rubio

Cast:

Ricky Santoya
Gloria Black
Tobie Black
Jolene Black
Mildred Olsen
Michael Fairchild
James Summerville
Dennis Ray Palla
Ron Perryman
Richard Ross
Biddy O'Sullivan
Ava Cisneros
Georgiana K. Sims
Sydney Slye
Alice Cisneros
Frank Soliz
Patrick Norman
Danny Moya
Laure' lyne Houston
David Collins
Susan Santoya
Mary Santoya

Musical Score — Nicholas Fryman
Location Sound — James T. Crow
Sound Mixing — Paul Harrison

Cast:
Therese D. Eastman
Karen Coleman
Marguerite Snyder

Editor — Levie Isaacks
Assistant Editors
Lynn Johnson
Biddy O'Sullivan

Cast:
Chris Muldoon
Bill Skinner
Katherine Lyons
Marc Austin

Production Manager — Susanne Moreau
Production Assistants
Marguerite Snyder
Cecyle Rexrode

Cast:
Dexter Bullard
Beverly Kemp
Martha Zucht
Cecyle Rexrode

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Advisors:
Glee Ingram
Martha Boethel
Poppy Burton
Judy Corder-Bolz
Barbara Kihnel
Susan Lee
Becky Zuniga

Cast:
Karen Kuydendall
Henry Williams
Michael Austin
Michelle Moreau
Gloria McPhaul
Sam Barzilla

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Cast:
Hodges E. Calvert
Chena Capryce Calvert
Willie Calvert, III
George Sims
Deborah Patterson

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Cast:
Marguerite Delvaille
Jeff Arambula
Darlene Arnold
Teresa Barnett
Louis Birdsong
Sherry DeWitty
Melissa Garcia
Leslie Hathaway
Scott Love
Troy Ridley
Carl Ross
Lisa Ann Goodman

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A GOODMAN ISAACKS AND VELA PRODUCTION

Credits for Collage Sequences:
Cover of *My Only Love*. Charlton Publications, Inc., Derby, Connecticut.

"Smart Managers Want Smart Managers" American Management Services, Denver, Colorado.

"Charlie" by Revlon, New York.

Crayola, "The Quiet Toy." Birrey and Smith, Inc., Easton, Pennsylvania.

Drawing by Wm. Steig, "Macy's is Closed." © 1949, 1977. The New Yorker Magazine, Inc.

"Batman - Exploding Bridge." Copyright © DC Comics, Inc., 1977. New York.

"The Bride Game" by Selchow and Righter Co., Bay Shore, New York.

Virginia Slims, "You are no baby, baby" and Marlboro, "Come to Marlboro Country." Phillip Morris Co., Richmond, Virginia.

Andy Capp cartoon by Smythe. 1977 Daily Mirror Newspapers, Ltd. ANDY CAPP® Dist. Field Newspaper Syndicate.

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